A Closer Look at Selected High-Impact Practices

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High-Impact Activities

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★ **First-Year Seminars and Experiences**
★ **Common Intellectual Experiences**
★ **Learning Communities**
★ **Writing-Intensive Courses**
★ **Collaborative Assignments and Projects**
★ **Undergraduate Research**
★ **Diversity/Global Learning**
★ **Service Learning, Community-Based Learning**
★ **Internships**
★ **Capstone Courses and Projects**

Association of American Colleges and Universities

Keep in Mind…

✓ **More college experiences can be or are high impact in addition to those on the AAC&U list**

✓ **Implementation quality matters!**

✓ **Implications for advising**

High-Impact Practices and the Disparities Within…

Frosh: Service Learning and LCs

- ✓ *Parity among racial/ethnic groups*
- ✓ *Fewer 1ˢᵗ gen students*
- ✓ *Fewer part-time students*
- ✓ *Fewer transfer students*
- ✓ *Fewer older students*

High-Impact Practices and the Disparities Within…

Seniors in All HIPs

- ✓ *Fewer 1ˢᵗ gen students*
- ✓ *Fewer students of color*
- ✓ *Fewer transfer students*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

Keep in Mind…

- ✓ **More college experiences can be or are high impact in addition to those on the AAC&U list**

- ✓ **Implementation quality matters!**

- ✓ **Implications for advising**

- ✓ **The characteristics of high-impact activities can be infused into any classroom, lab, studio or other learning setting**

Characteristics of High-Impact Activities

✓ **Strive to reach expectations set at appropriately high levels**

✓ **Interact with faculty and peers about substantive matters**

✓ **Experience diversity**

✓ **Get more frequent feedback**

✓ **Reflect and integrate learning**

✓ **Discover relevance of learning through real-world applications**

✓ **Demonstrate competence**

The Major Tasks

Teach students to:

➤ *Reflect* **– on their experiences inside and outside the classroom**

➤ *Integrate* **– see the connections between different courses, out-of-class experiences, and life beyond the institution**

➤ *Apply* **– use what one has learned in different settings presenting novel challenges and opportunities**

Six Priorities

5. Make work a high-impact activity.

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Supervisors from Student Health Service/, Housing, Iowa Memorial Union, Libraries**
- **Supervisors received one hour of training on:**
  - **Outcomes of student employment**
  - **Results from the previous year's Division of Student Services Student Employment Survey**
  - **Background on the role supervisors can play in helping students make connections between work and academics**
  - **Expectations for the Pilot Projects**

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Supervisors had two structured conversations with every student employee during spring semester and coded conversations into the following categories:**
  - **How the job and academics complement each other ("How is your job fitting in with your academics?")**
  - **Transfer between work and academics ("What are you learning here at work that is helping you in school?")**
  - **Transfer between academics and work ("Are you learning anything in class that you can apply here at work?")**
  - **Transfer between work and future career ("Give me a couple of examples of things that you are learning here at work that you will be using in your future profession?")**

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Student Employment Survey used to examine differences between pilot and non-pilot participants.**

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My supervisor helps me make connections between my work and my life as a student.	**60%**	51%	3.8	3.3
My job has helped prepare me for the world of full-time work.	**62%**	51%	3.6	3.4
My job has helped me improve my written communications.	16%	21%	2.6	2.7

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
I can see connections between my job and my major/coursework.	**56%**	**36%**	**3.4**	**2.9**
My job has helped me learn about career options.	30%	39%	3.2	3.3

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	**82%**	77%	4.1	4.0
My job has helped me use critical thinking skills	**70%**	57%	3.8	3.5

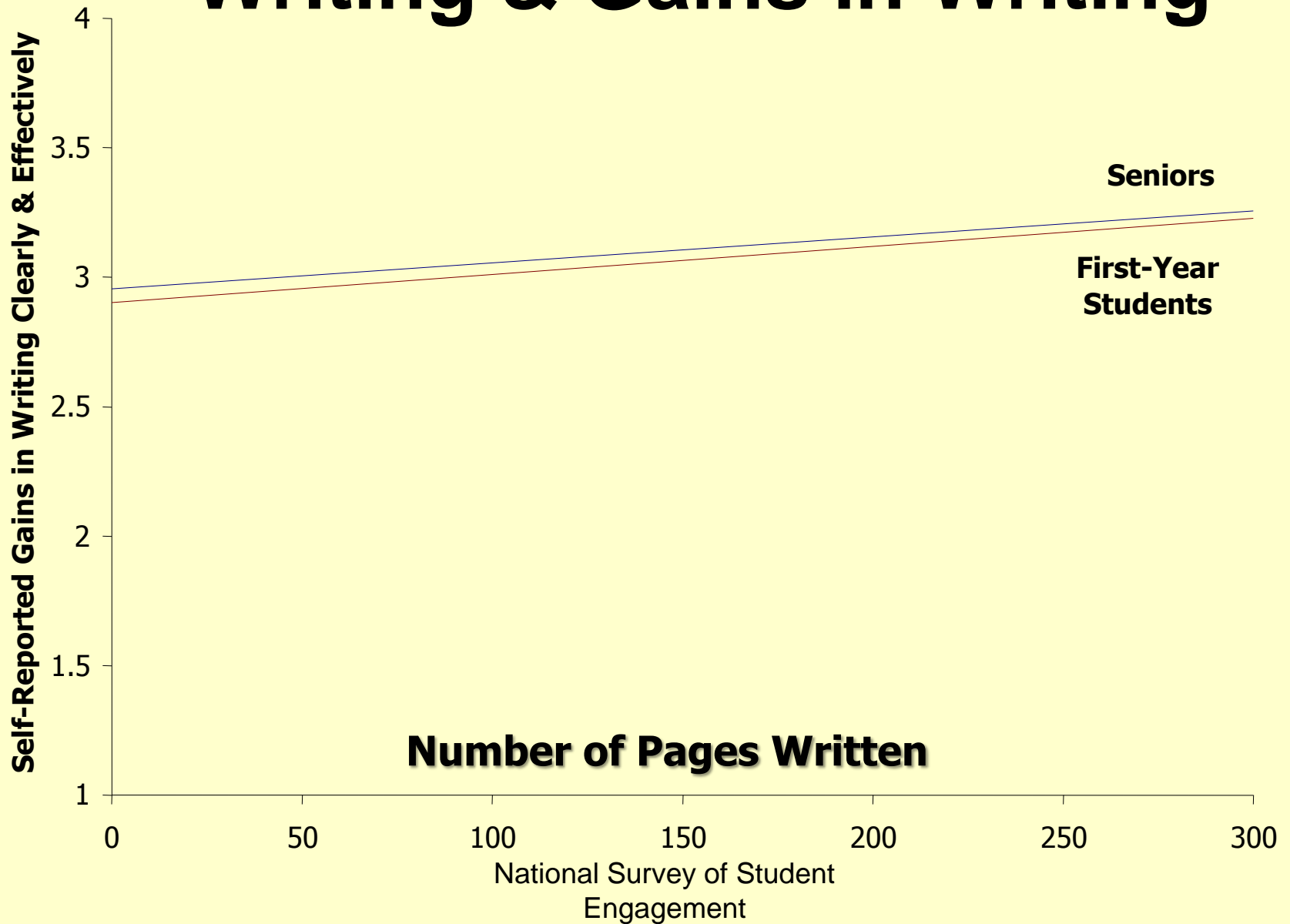# Student Employment Outcomes: "Guided Reflection on Work" (GROW)

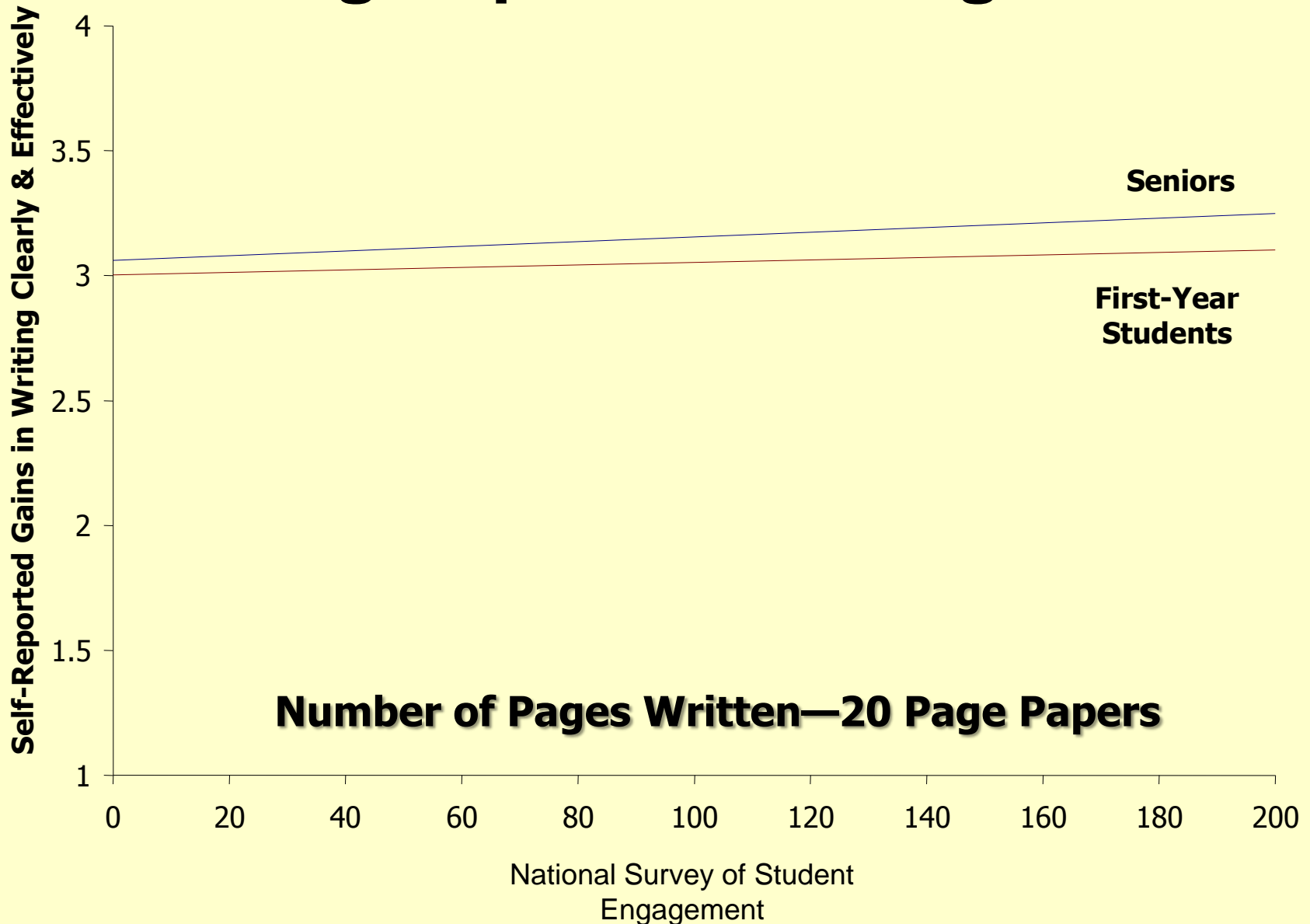| Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My job helped me develop more effective time management skills.	76%	76%	4.0	4.0
My job helped me improve my oral communication skills.	78%	72%	4.0	3.8
My job helped me develop conflict resolution skills.	**74%**	61%	3.8	3.6

Common Intellectual Experiences

When students read and write or conduct inquiries about the same material, they are more likely to:

✓ **talk about substantive matters outside of class**

✓ **study together**

✓ **see connections between different courses**

✓ **integrate and synthesize material**
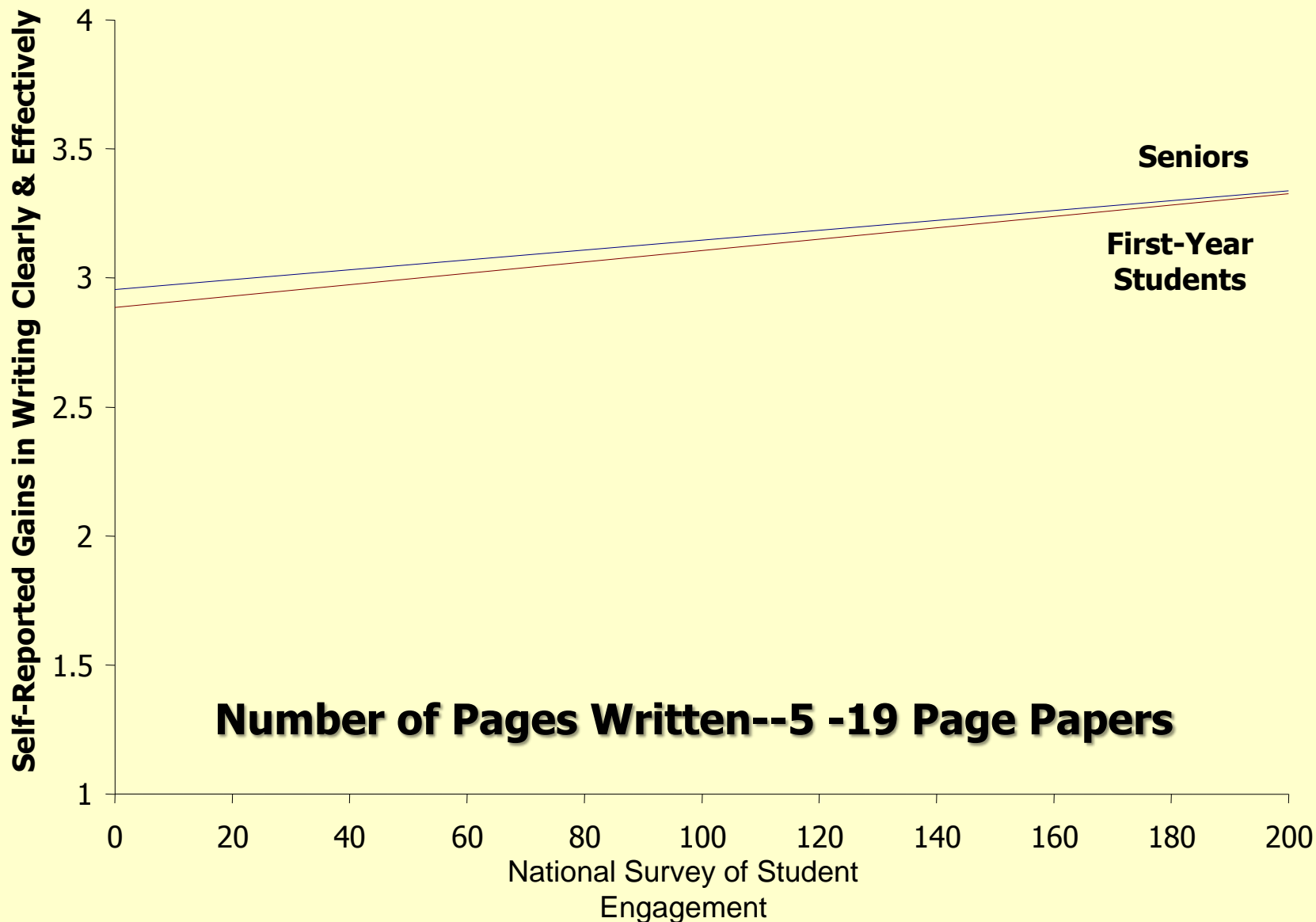
Writing & Gains in Writing

Long Papers & Writing Gains

Seniors

First-Year Students

Number of Pages Written—20 Page Papers

Self-Reported Gains in Writing Clearly & Effectively

National Survey of Student Engagement

Medium Papers & Writing Gains

Self-Reported Gains in Writing Clearly & Effectively

Seniors

First-Year Students

Number of Pages Written--5 -19 Page Papers

National Survey of Student Engagement

Short Papers & Writing Gains

First-Year Students

Seniors

Self-Reported Gains in Writing Clearly & Effectively

Number of Pages Written-- Fewer than 5 Page Papers

National Survey of Student Engagement
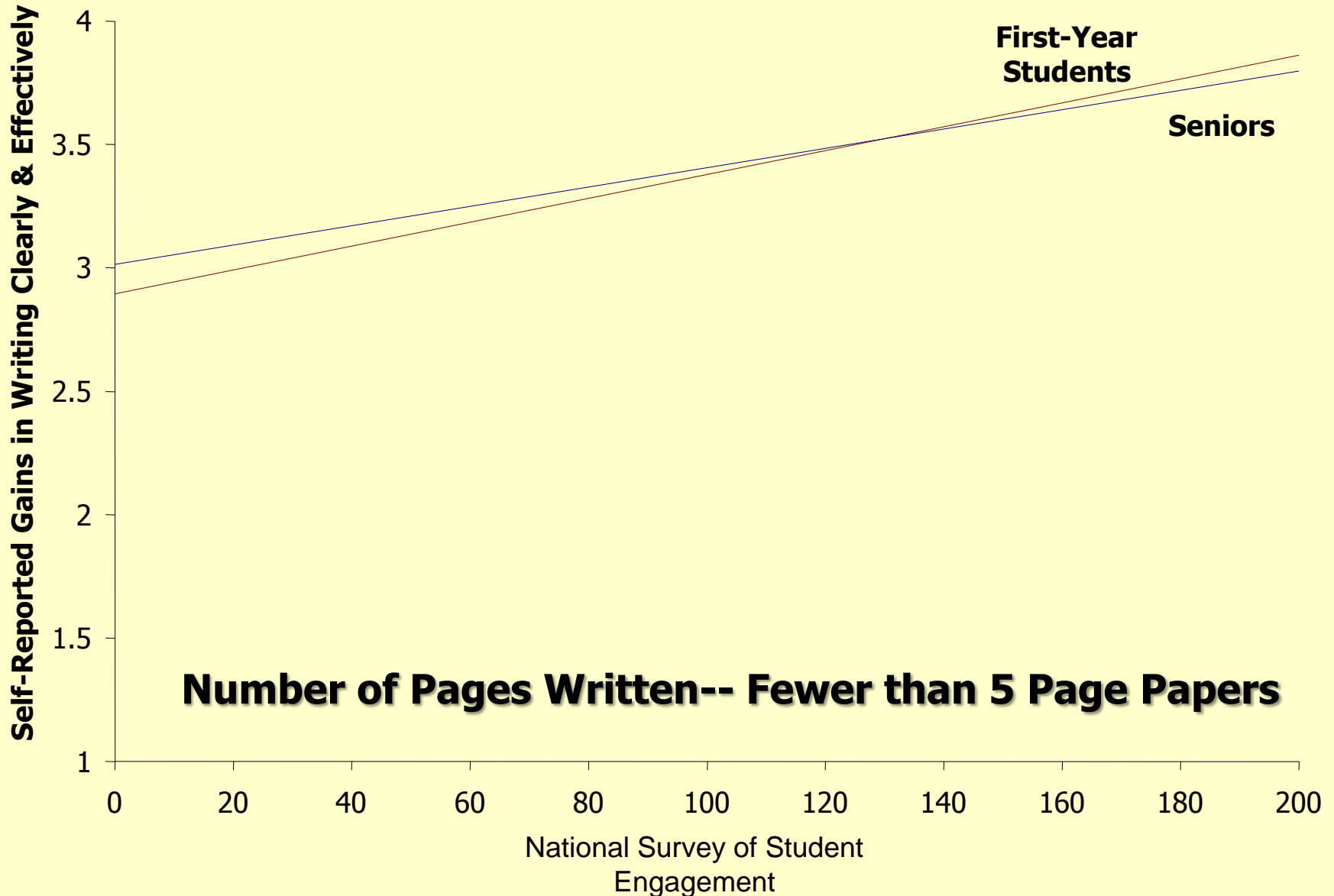
Encourage Interactive Writing Activities

For how many writing assignments did you:

➢ Talk with your instructor to develop your ideas before you started drafting your assignment

➢ Talk with a classmate, friend, or family member to develop your ideas before you started drafting your assignment

➢ Receive feedback from your instructor about a draft before turning in your final assignment

➢ Receive feedback from a classmate, friend, or family member about a draft before turning in your final assignment

➢ Visit a campus-based writing or tutoring center to get help with your writing assignment before turning it in

For how many writing assignments did your INSTRUCTOR:

➢ Ask you to give feedback to a classmate about a draft or outline the classmate has written

Assign Meaning-Constructing Writing Tasks

For how many of your writing assignments did you:

➢ Summarize something you read, such as articles, books, or online publications

➢ Analyze or evaluate something you read, researched, or observed

➢ Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.

➢ Argue a position using evidence and reasoning

➢ Explain in writing the meaning of numerical or statistical data

➢ Write in the style and format of a specific field (engineering, history, psychology, etc.)

➢ Address a real or imagined audience such as your classmates, a politician, non-experts, etc.

Explain Writing Expectations Clearly

For how many of your writing assignments did your instructor:

➢ Provide clear instructions describing what he or she wanted you to do

➢ Explain in advance what he or she wanted you to learn

➢ Explain in advance the criteria he or she would use to grade your assignment

Writing Summary

1. The more frequently students work on clearly structured meaning-constructing assignments, engage in interactive writing activities, and receive feedback:

   A. They report gaining more in desired learning and development outcomes.

   B. They report engaging more in deep learning activities.

Essential Learning Outcome:
NSSE Deep/Integrative Learning

- **Integrating ideas or information from various sources**

- **Included diverse perspectives in class discussions/writing**

- **Put together ideas from different courses**

- **Discussed ideas with faculty members outside of class**

- **Discussed ideas with others outside of class**

- **Analyzing the basic elements of an idea, experience, or theory**

- **Synthesizing & organizing ideas, info., or experiences**

- **Making judgments about the value of information**

- **Applying theories to practical problems or in new situations**

- **Examined the strengths and weaknesses of your own views**

- **Tried to better understand someone else's views**

- **Learned something that changed how you understand an issue**

Writing Summary

2. These results persist after controlling for:

   A. Student characteristics such as gender, parental education, race, grades, and major.

   B. The amount of reading and writing that students do.

Writing Summary

Working on clearly structured meaning-constructing assignments, engaging in interactive writing activities, and receiving feedback are each more important than the *amount of writing* that students do.

Research with a Faculty Member

✓ **More likely in the sciences; less likely in business**

✓ **Majority use existing info (libraries, WWW); half do their inquiry in laboratory and fieldwork settings**

✓ **Reviewing literature and interpreting findings most closely related to deep learning**

✓ **Data collection has the weakest relationship**
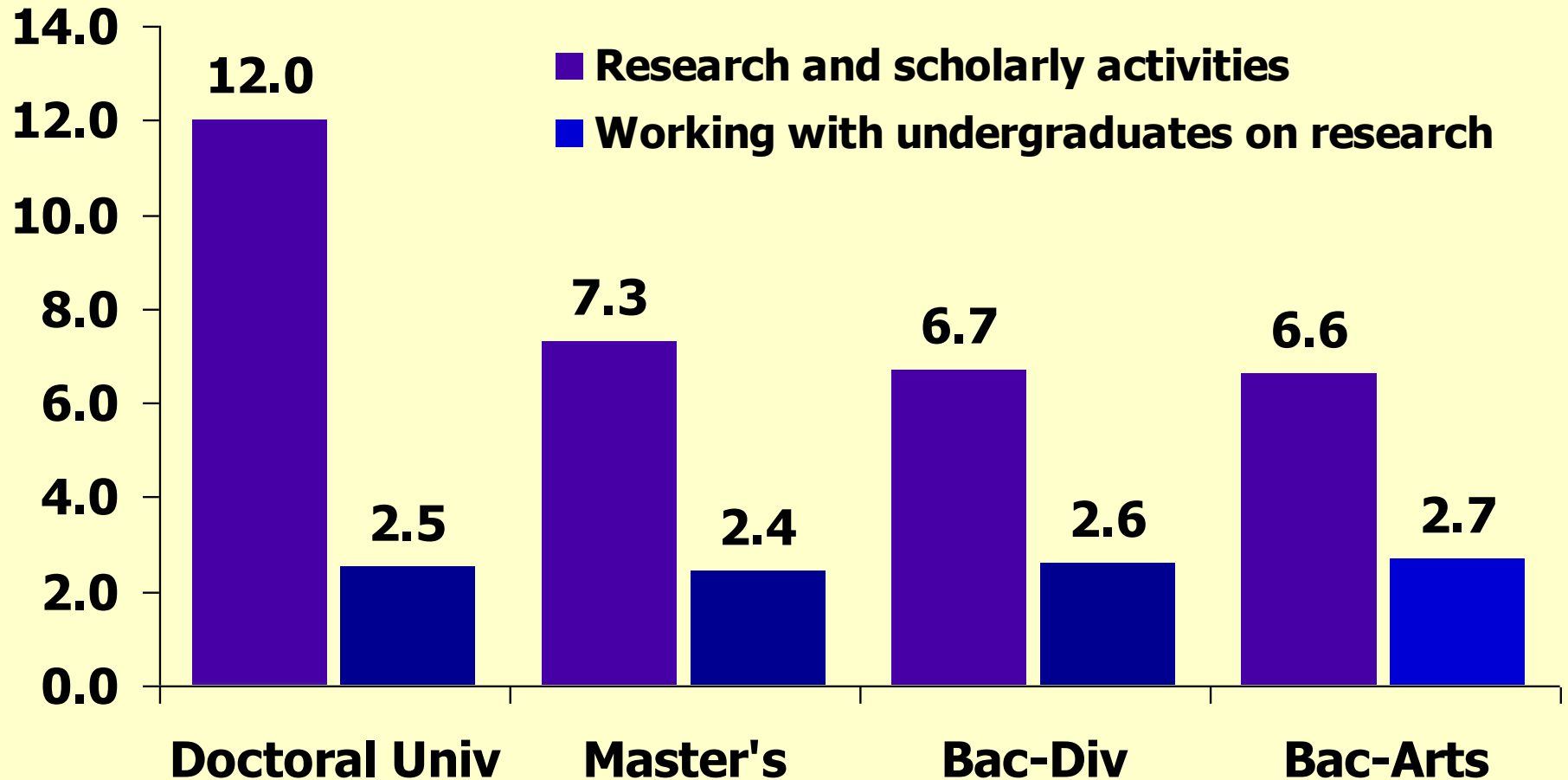
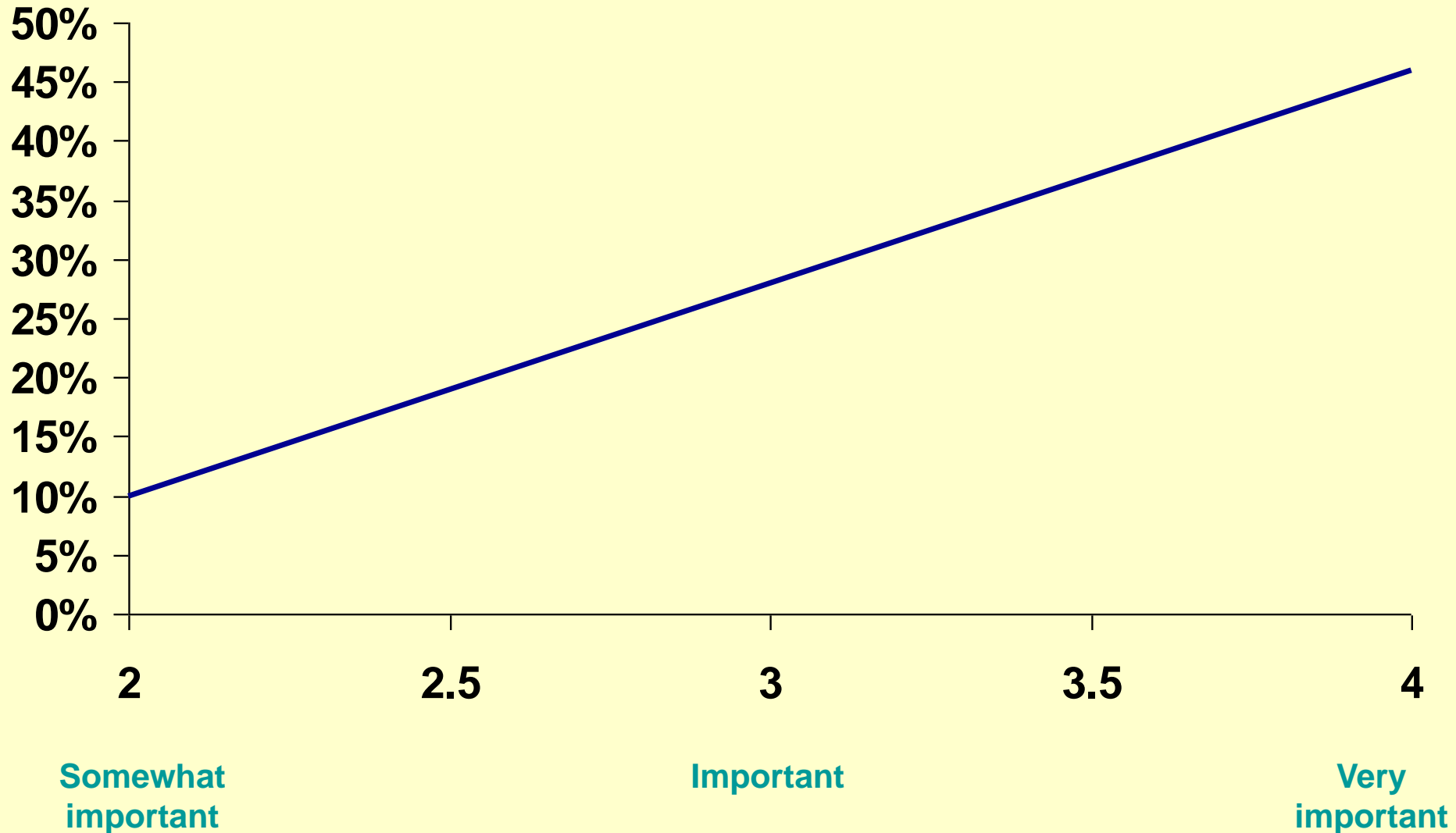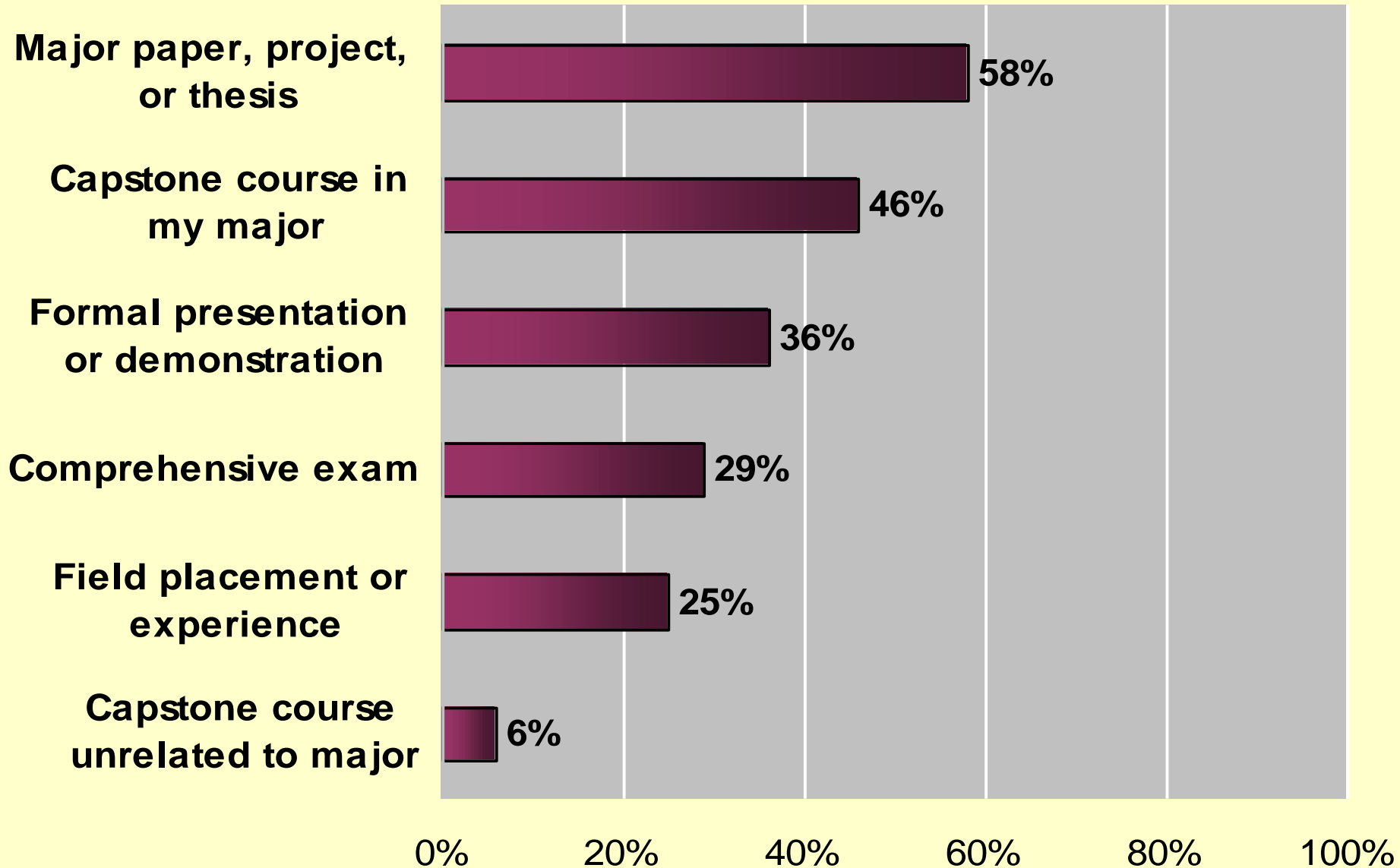# Percentage of Students Participating in Research with Faculty by Faculty Time Spent on UG Research

Hours per week
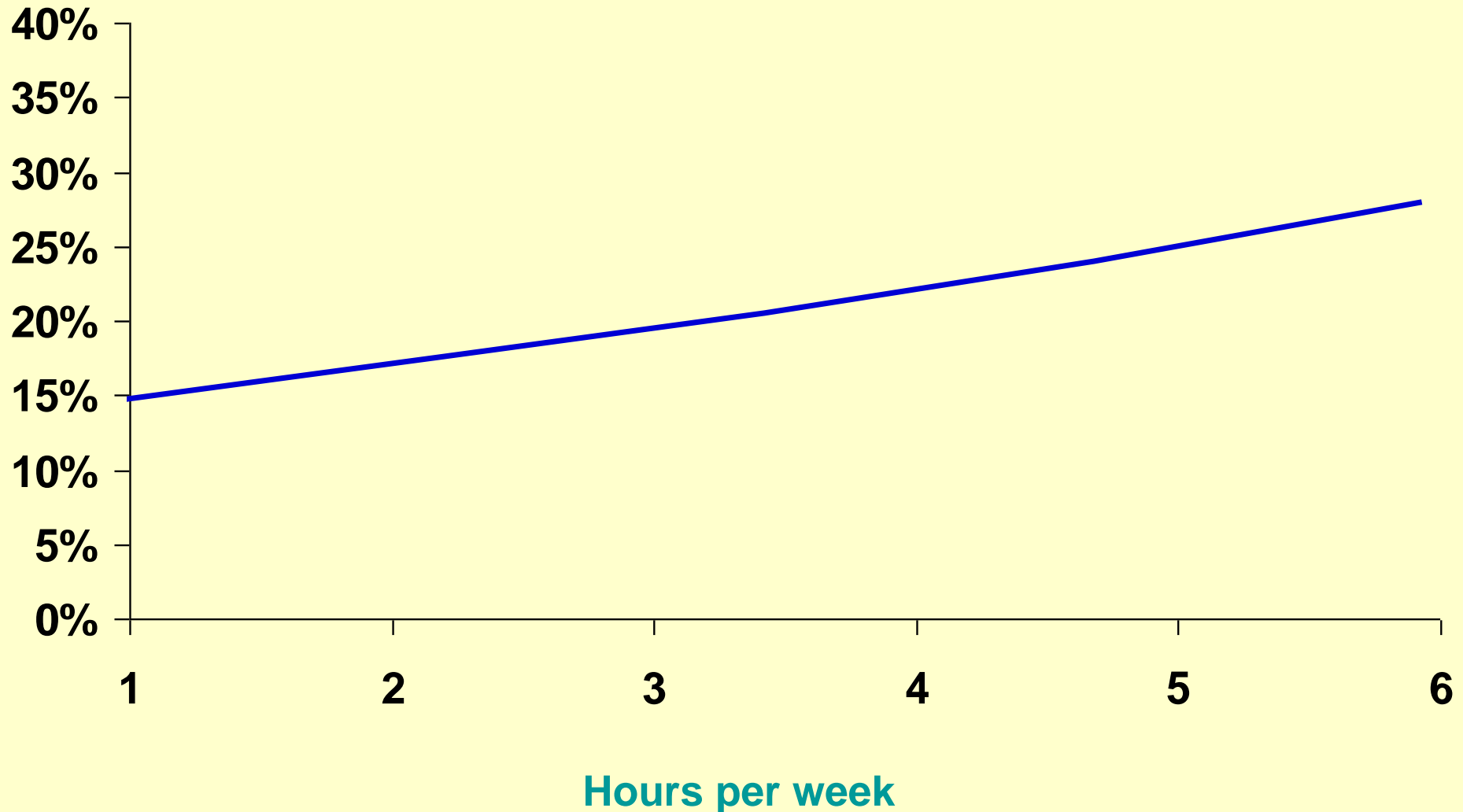
Percentage of Students Participating in Research with Faculty by Importance Placed on UG Research

Participation in Selected Culminating Activities

Activity	Percentage
Major paper, project, or thesis	58%
Capstone course in my major	46%
Formal presentation or demonstration	36%
Comprehensive exam	29%
Field placement or experience	25%
Capstone course unrelated to major	6%

0% 20% 40% 60% 80% 100%

Culminating Senior Experience

- **Students reported that culminating experience contributed "substantially" (quite a bit, very much) to their abilities, varies by experience**

- **Field placements have impact on greatest number of gains**

- **Also beneficial:**
  - **Projects that required greatest investment of time,**
  - **Working in groups,**
  - **Meeting often with supervising faculty member, and**
  - **Receiving clear expectations for the activity.**

Percentage of Faculty Indicating Activity is Important
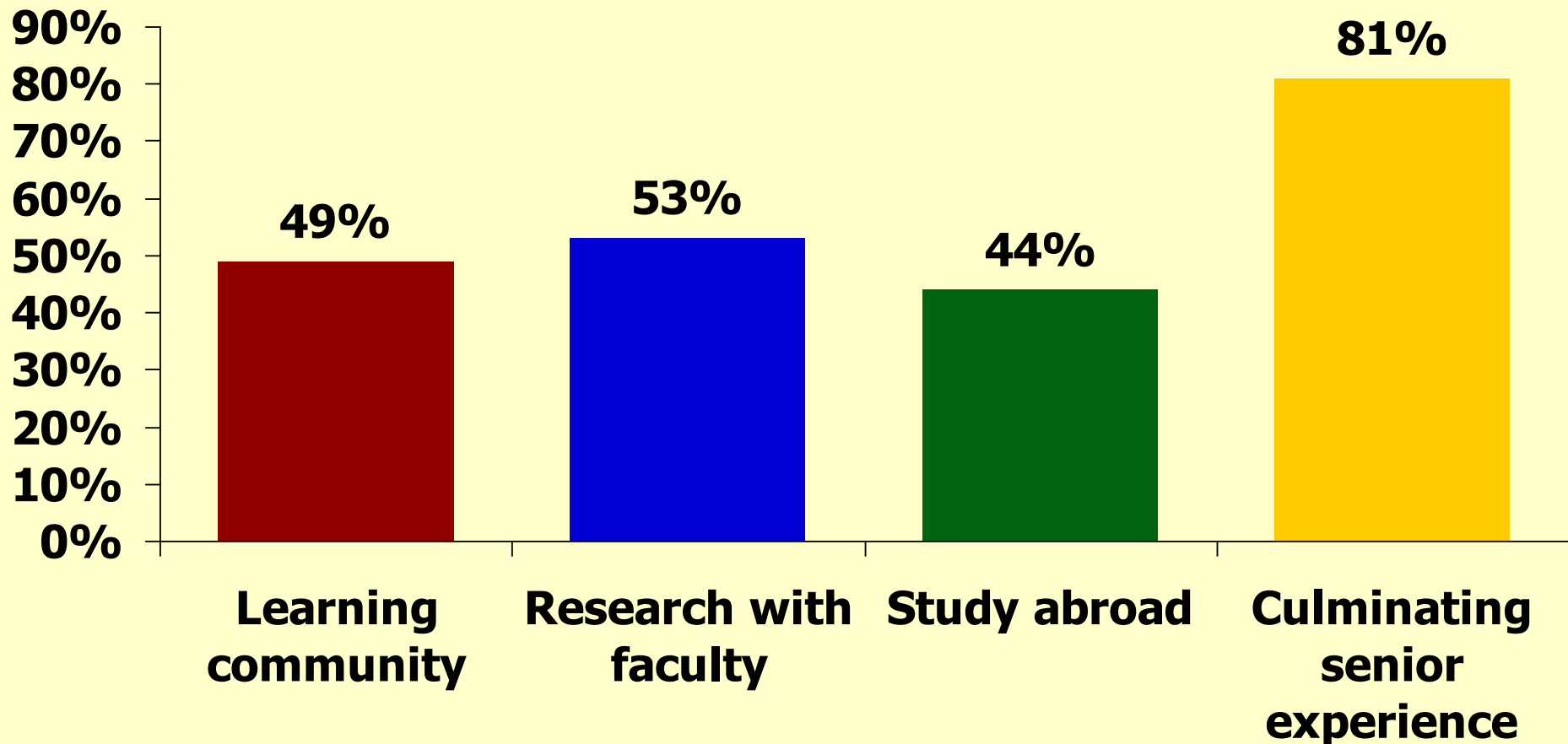
Ponder This

1. What high-impact practices (HIPs) – *those identified by AAC&U and others* -- are available at my school or unit and which students do them?

2. Are some HIPs designed for and available only to certain majors? Should they be?

3. Are students aware of the available HIPs? How do they learn about them?

4. How do we know the HIPs are effective? What is the evidence?

Questions
&
Discussion